



Over the past couple of years, an extensive amount of work has been done to begin to address future healthcare workforce issues in South Dakota. The first-ever South Dakota Healthcare Workforce Summit was held in August of 2006. This summit focused on issues related to increasing and stabilizing South Dakota's healthcare workforce. The primary goal of this summit was to bring together individuals with a vested interest in the state's healthcare workforce. Participants were asked to help develop recommendations and strategies to address the critical need for healthcare workers in South Dakota. Recommendations were made in five content areas: Healthcare Educational Programming Capacity; Recruitment and Retention; Clinicals/Internships; Pipeline; and Student Perception and Awareness.

As the development of South Dakota's Healthcare Workforce Initiative progressed, Action Teams were brought together to continue the efforts which began in August. These Action Teams further developed the recommendations made in the five content areas. Suggested recommendations have been compiled into the attached document. This document has been presented to the Secretaries of the Departments of Education, Health and Labor, as well as the Executive Director of the Board of Regents for consideration and further action.

In July of 2007, the second South Dakota Healthcare Workforce Summit will be held in Pierre. The purpose of this Summit is to unveil new strategies that will be implemented as a result of previous Summit and Action Team activity.

Again, we would like to thank each of you for your involvement in this most important effort. It is only through public and private partnerships with the healthcare industry and educational institutions that this effort will be successful.



HEALTHCARE WORKFORCE INITIATIVE ACTION TEAM RECOMMENDATIONS



Recruitment and Retention

- ***Create a central entity to address healthcare workforce issues***
 - ▶ Develop a clearinghouse for healthcare job postings and candidate information utilizing the Governor's Dakota Roots Initiative and links to 3rnet.org, SDDOL, etc.
 - ▶ Promote opportunities for spouse and families
 - Provide “quality of life” information, i.e. housing costs, school information, crime rate, etc.
 - Encourage relationships with Chambers of Commerce, Economic Development Corporations, etc. to promote communities
 - ◆ Provide models for promoting communities to healthcare providers
 - ▶ Collect, analyze and provide pertinent workforce data
- ***Develop a public awareness campaign addressing healthcare workforce issues***
 - ▶ Educate the general public on the need for more workers in our state and the projected impact of these shortages
 - ▶ Promote health careers to students as well as individuals re-careering
- ***Educate healthcare providers and employers regarding recruitment strategies for new employees to their facility and to the community***
 - ▶ Promote alternative staffing solutions such as job sharing opportunities, hiring retirees, employing traveling specialists, etc.
 - ▶ Promote educational lattices/training opportunities/cross training
 - ▶ Expand leadership and management opportunities
 - ▶ Develop training for all levels of healthcare providers, including support positions such as housekeeping, dietary, maintenance, etc.
- ***Provide incentives to students and workers to practice in rural areas***
 - ▶ Promote ‘grow your own’ models to encourage youth to enter healthcare fields
 - ▶ Provide stipends and time off for current workers to advance their careers
 - ▶ Promote advanced training and career lattice training models
 - Develop additional distance learning opportunities
 - Develop traveling training academies
 - Develop additional training employing technology

Healthcare Educational Programming Capacity/Clinicals and Internships

- ***Conduct a needs assessment to determine healthcare workforce shortages***
- ***Conduct a needs assessment to determine post-secondary capacity for healthcare educational programming***
 - ▶ Compare capacity to known shortages to determine if more or other training is needed
 - ▶ Determine capacity/clinical roadblocks
 - Determine if training needs are a regional issue
 - Determine if number of classrooms, equipment, number of teachers, etc. are issues
- ***Identify creative solutions that address faculty shortages***
 - ▶ Examine entry level requirements for teaching at the post-secondary level
 - ▶ Market post-secondary faculty positions to current healthcare workforce as a supplemental position
 - ▶ Provide additional on-line educational programs
 - ▶ Encourage post-secondary educational institutions to provide advanced training opportunities for faculty
- ***Identify resources needed to expand educational programming to meet identified needs***
 - ▶ Provide realistic clinical opportunities which incorporate night and weekend rotations
 - ▶ Create simulation centers in the state
 - ▶ Provide additional and enhanced distance learning opportunities modeling the Good Samaritan Society Partnership as well as on-line opportunities
 - ▶ Create and implement regional training models
 - ▶ Create and implement traveling training modules
 - ▶ Provide training using technology and virtual options
 - ▶ Create a model for shadowing and mentoring which complies with HIPPA requirements
- ***Develop a central clearinghouse of clinical training opportunities for all levels (secondary and postsecondary)***
 - ▶ Research other states' existing clearinghouses for modeling and implementation purposes
 - ▶ Coordinate internship and clinical opportunities for all training providers to access when placing students
 - ▶ Coordinate a database of local healthcare providers willing to provide tours, shadowing opportunities, and mentoring opportunities
 - ▶ Establish a committee of healthcare providers and educational program faculty to coordinate all clinical/internship opportunities
- ***Create an Area Health Education Center and obtain federal funding***

Student Perception and Awareness

- ***Expand and promote the HOTT (Health Occupations for Today and Tomorrow) website***
 - ▶ Maintain current lesson plans for teachers and continue to develop additional lessons
 - Provide training to teachers on utilization of HOTT materials
 - Explore creative methods of expanding the utilization of HOTT materials
 - ▶ Develop an advisory group, business plan and marketing plan for the HOTT program
- ***Establish formalized shadowing and mentoring programs which comply with HIPAA regulations***
 - ▶ Create a “shadowing in a box” tool for healthcare facilities
 - ▶ Utilize shadowing opportunities to introduce health careers (through various subject areas)
 - ▶ Create models for offering credit for more in-depth mentoring programs
 - ▶ Create incentives for healthcare providers who engage in shadowing/mentoring programs
- ***Increase career awareness opportunities***
 - ▶ Utilize simulation centers for hands-on introductory experiences
 - ▶ Provide additional career days/fairs and increase parental awareness of these events
 - ▶ Host summer health career seminars
 - ▶ Expand/Promote/Develop health career kits to be utilized by staff of healthcare organizations to present programs in local schools
 - ▶ Coordinate all one-stop-shop health career website efforts
 - ▶ Encourage healthcare facilities to assign an educational liaison to work with local schools
- ***Promote math and science classes to students***
 - ▶ Provide math and science labs co-taught by health professionals and teachers utilizing lesson plans aligned to South Dakota educational standards
 - ▶ Provide hands-on math and science training for teachers/counselors that is available for credit

Pipeline

- ***Create traditional and alternative delivery methods for obtaining healthcare training, including non-traditional options***
 - ▶ Expand and promote articulation agreements
 - ▶ Provide additional and enhanced distance learning opportunities
 - ▶ Establish simulation centers
 - ▶ Develop regional delivery methods
 - ▶ Expand virtual learning opportunities
- ***Create traditional and alternative programs to increase the number of Native American students choosing health careers***